

Differentiated Tools and Strategies to Support RTI in Language Arts/Social Studies

SchoolsMovingUp Webinar ♦ March 24, 2010



PRESENTED BY

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Welcome and Housekeeping

- Discussion/Interactive Format
 - Quick Polling
 - Type messages into chat area
 - Break for responding to chat questions/comments
 - Those on just the teleconference can email questions to: eventquestion@wested.org

Role Poll

Are you a:

- ☐ language arts teacher?
- ☐ social studies teacher?
- ☐ school or district administrator?
- ☐ mentor, curriculum designer, or other school-based person?
- ☐ other?

Presentation

- **RTI 101**
- **Differentiation Definition**
- **Featured DI Tool/Strategy:**
 - **Choice of Reading/Responses**
 - **Dialectical Journal**
 - **Tiered Instruction**
 - **Graphic Organizers**
 - **RAFT**
 - **Multiple Intelligence Options**

RTI

- Two aspects: **Academic** and **Behavioral**
- **Designed** to:
- (1) help all children succeed,
- (2) catch students early if they have problems, and
- (3) teach in a scientifically research-based method to ensure success for all learners.
- Students are **assessed** comprehensively. Then, they can be helped and tiered accordingly.
- **Three tiers**: triangle with three layers

Response to Intervention in Pennsylvania

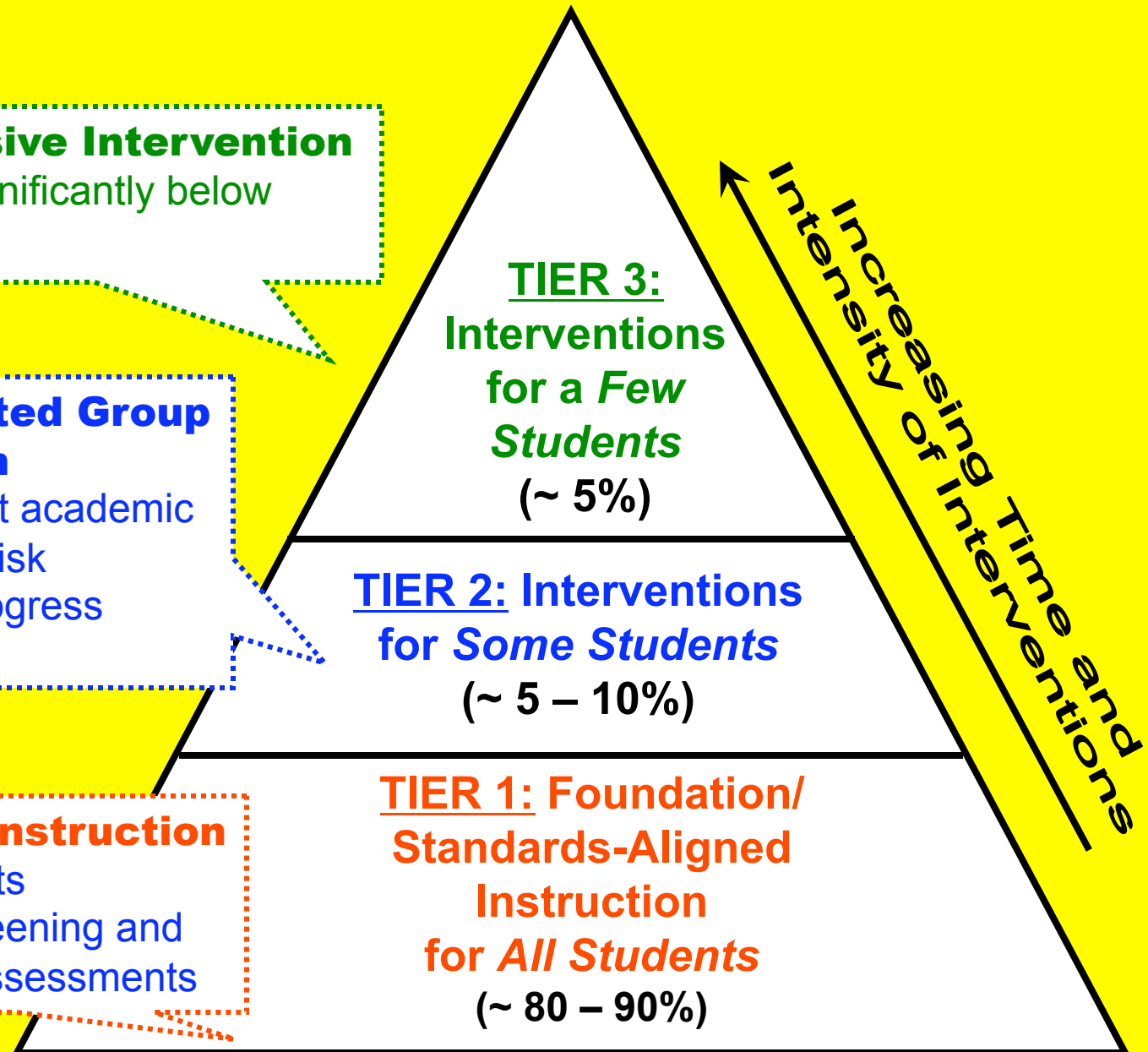
Tier 3: Intensive Intervention
For students significantly below grade level

Tier 2: Targeted Group Intervention

- For students at academic or behavioral risk
- Bi-Monthly Progress Reporting

Tier 1: Core Instruction

- For all students
- Universal screening and benchmark assessments



	Tier 1	Tier 2	Tier 3
Focus	all students	those w/a moderate gap in skills and knowledge and consistently do not meet benchmarks	those who have not responded to Tier 2 interventions of long duration
Setting	all content areas	all content areas	appropriate setting within the school; e.g., a reading intervention classroom or other specialized instructional setting
Instructional Content	adopted content area classroom materials and supporting materials	intervention and content materials that support Tier 1	alternate replacement programs
Grouping	as appropriate for instruction	as appropriate for instruction	<ul style="list-style-type: none"> flexible grouping as appropriate for targeting instruction (MS) small group in a pull-out setting (HS)

	Tier 1	Tier 2	Tier 3
Assessments	continuous assessment using multiple measures	continuous assessment to pinpoint problems and target interventions	program specific assessments or other assessments
Staffing	general education teachers and co-teachers	<ul style="list-style-type: none"> • general education teachers • reading specialists • special education teachers • academic coaches 	<ul style="list-style-type: none"> • Reading specialists • Special education teachers • Interventionists
Time	regular schedule	<ul style="list-style-type: none"> • flexible groupings of students during school (MS) • during or outside the classroom; e.g., tutoring, flexible groupings, double blocking of class periods (HS) 	time for interventions during or outside the classroom depending upon individual needs

“In many schools there may not be funding for special help, and the general education teacher is responsible for [RtI] implementation. This requires the general education teacher to thoroughly understand and know how to implement the intervention and **differentiated instruction**.”



“**Differentiated instruction** and Response to Intervention go hand-in-hand. Differentiated instruction will benefit all students.”

Source: Marilyn Appelbaum

POLL: Familiarity with DI

Which applies to you? Check one.

- ☐ I **feel confident** with differentiation but want to learn more.
- ☐ I **have dabbled** in differentiation and surely want to build my capacity.
- ☐ I am **not very familiar** with differentiation; I haven't felt very confident using it yet.

DI Definition

***Differentiated Instruction* is consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness, learning profile, and interest of academically diverse students.**

Source: from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Tomlinson

What DI Is NOT

Differentiation does not mean that every single lesson or unit includes a differentiated content, process, and product for each student's interest, readiness level, and learning profile.

**Get ready to determine which
type of differentiation...**

readiness?

interest?

or

learning profile?



Poll Prompt for “How does historical setting...?” Assignment

1.) After viewing the [next slide](#) you will be asked to check which type of differentiation the assessment most appeals to:

- ☐ Readiness-based differentiation
- ☐ Interest-based differentiation
- ☐ Learning style differentiation

2.) Carefully review all the assessment choices on the slide. In the chat room, answer this question: “**Regardless of the assessment choice, what do all of them have in common as the major focus?**”

How does historical setting influence characters?

Write an article about how characters in the novel are influenced positively and negatively by the historical setting.	Lead a class discussion focusing on how the protagonist and antagonist are each influenced by the historical setting.	Make up analogies to compare how characters are influenced by historical settings in this novel and others.
Create a PowerPoint or photo album to show the positive and negative influences of the historical setting on characters.	Design a poster, bulletin board, or mural showing how characters are positively and negatively influenced by the historical setting.	Give a presentation with musical accompaniment to express the influence of the historical setting.
Create a musical collage to depict the historical setting.	Teach one or two others about how the historical setting was an influential factor in characters' actions.	Describe how you feel about the ways characters reacted to their historical setting.

Poll Prompt for “How did the Renaissance...?” Assignment

After viewing the [next slide](#) you will be asked to check which type of differentiation the assessment most appeals to:

- ☐ Readiness-based differentiation
- ☐ Interest-based differentiation
- ☐ Learning style differentiation



How did the Renaissance impact people then and now?

Choose a Renaissance topic to research. Then write a summary to share with the class that addresses the guiding question: **“How did your topic influence the Renaissance movement and the world today?”**

Topic choices:

- | | |
|--|---|
| <ul style="list-style-type: none">• Michelangelo Buonarroti• Leonardo da Vinci• Niccolò Machiavelli• Popular Renaissance Cities | <ul style="list-style-type: none">• Role of Women• Medicine• Entertainment• Architecture• Mèdici family |
|--|---|

Poll Prompt for “Government in Action” Assignment

After viewing the [next slide](#) you will be asked to check which type of differentiation the assessment most appeals to:

- ☐ Readiness-based differentiation
- ☐ Interest-based differentiation
- ☐ Learning style differentiation





Government in Action

**Read your assigned text. Then,
answer these questions:**

1. How do government systems balance group and individuals' rights?
2. How do government structures and systems evolve from contributions of the past?
3. How are governmental structures and systems alike and different?
4. When needs go unmet, how do society's members challenge political structures?

Some ways to differentiate by...

Content	Process	Product
<ul style="list-style-type: none"> • Choice of reading • Choice of reading responses • Organizing ideas through graphic organizers • Tape-recorded materials • Jigsaw • Learning contracts 	<ul style="list-style-type: none"> • Homework options • Dialectical journals • Tiered activities, assignments • Varied graphic organizers • Interest groups • Grouping choice • Mini-workshops (reteach or extend) • Anchor activities • Games • Literature circles • RAFT • Jigsaw • Exit cards 	<ul style="list-style-type: none"> • Interest options • Graduated rubrics • Complex instruction • Tic-Tac-Toe • Tiered assessments • Independent Study • Community mentorships • Multiple intelligence options • RAFT

...according to readiness, interest, and learning profile

POLL: Strategies in Use

Which of the following DI strategies are you currently implementing? Check all that apply.

- ☐ Choice of Reading and Responses
- ☐ Dialectical Journals
- ☐ Graphic organizers
- ☐ Tiered Instruction
- ☐ RAFT
- ☐ Multiple Intelligence Options



Strategy:

**Choice of
Reading and
Responses/
Dialectical
Journals**

**Differentiated
by:**

**Readiness
Learning Style**

Component:

**Content/
Process**

Read for Meaning

CLARIFYING What were you confused by in the reading? How did you figure it out?	UNDERSTANDING CONCEPTS Draw a symbol or a picture of a quote or concept. Write the quote or concept under your symbol or picture.	CONNECTING Explain how a quote or concept you select connects with your life, other literature or historical time periods, or the world today.
REACTING Choose and react to some part of the reading.	COMPARING/ CONTRASTING Compare and contrast the actions of two characters in the novel or two historical figures.	PREDICTING Predict the impact of a theme or concept on the world today. Or, predict what will happen next.
INFERRING Select a part of the reading and make insightful and thoughtful inferences.	QUESTIONING Write questions that begin with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> . Answer any of them that you can.	SUMMARIZING Provide a brief summary of what you learned in a portion of the reading. Use only three sentences.

Dialectical Journal: Any Reading

Quotes/Lines	Personal Response
<ul style="list-style-type: none">• Record words, phrases, lines or direct quotes from the reading material that struck you in some way.• Record the page number and a topic so we can look in the textbook or reading source if we need more information.	<p>On this side, personally respond to what you've written in the left column. Here are ways you might choose to respond. Pick one or several of these ways to respond:</p> <ol style="list-style-type: none">1. <u>ask questions</u>2. <u>make predictions</u>3. <u>analyze the text</u>4. <u>draw a connection</u>5. <u>comment on the terms</u>6. <u>make a personal observation</u>

Dialectical Journal: LANGUAGE ARTS

Choose guiding question:	Response:
<p><input type="checkbox"/> 1. How do readers use methods of <u>characterization</u> to determine character traits?</p> <p><input type="checkbox"/> 2. How does a poet's use of <u>figurative language</u> evoke readers' <u>emotions</u>?</p> <p><input type="checkbox"/> 3. How does the <u>theme</u> represent a comment about life?</p> <p><input type="checkbox"/> 4. How do the interactions between main and subordinate <u>characters</u> affect the <u>plot</u>?</p>	

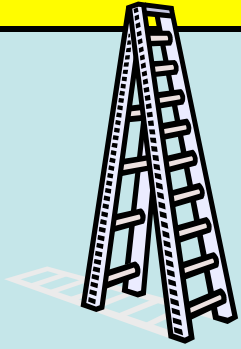
Dialectical Journal: SOCIAL STUDIES

Choose guiding question:	Response:
<p><input type="checkbox"/> 1. How do <u>revolutions</u> have enduring <u>political</u> affects on self-government and individual liberty? (standard 10.2)</p> <p><input type="checkbox"/> 2. How do issues of international <u>trade</u> affect a country's <u>economy</u>? (12.6)</p> <p><input type="checkbox"/> 3. How does federal <u>government</u> influence the <u>economy</u>? (12.3)</p> <p><input type="checkbox"/> 4. How can <u>immigration</u> policies transform a <u>society</u>? (11.11)</p>	

BREAK:

Review of Questions and Comments in Chat





Strategy:

**Tiered
Activity**

Differentiated by:

Readiness

Component:

Process

Diamante Poem Template #1

- **Line 1:** write down **one character** (*animal or human*). Then skip to line 7 and write down an **opposite character**.
- **Line 2:** write two **adjectives** describing the character in Line 1.
- **Line 3:** write three **participles** (*verb form ending with –ed or –ing*) that relate to the character in Line 1.
- **Line 4:** write four **nouns** related to the two characters. The first two nouns will relate to the character in Line 1; the last two nouns will relate to the opposite character written in Line 7.
- **Line 5:** write three more **participles** that relate to the character in Line 7.
- **Line 6:** write two **adjectives** that describe the character in Line 7.
- **Line 7:** **opposite character** of Line 1

Diamante Poem Template #1

The diagram illustrates a 16-bit bus architecture. A central horizontal line represents the 16-bit data bus, divided into 16 segments. Above the bus, there are four horizontal lines representing 4-bit data buses from four different components. Below the bus, there are four horizontal lines representing 4-bit data buses to four different components. The components are arranged in a 2x2 grid around the central bus.

Diamante Poem Example

BEOWULF

courageous

reckless

celebrated

sacrificing

victimized

hero

warrior

--

monster

ambiguous

exiled

condemned

resented

diabolical

heinous

GRENDL

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

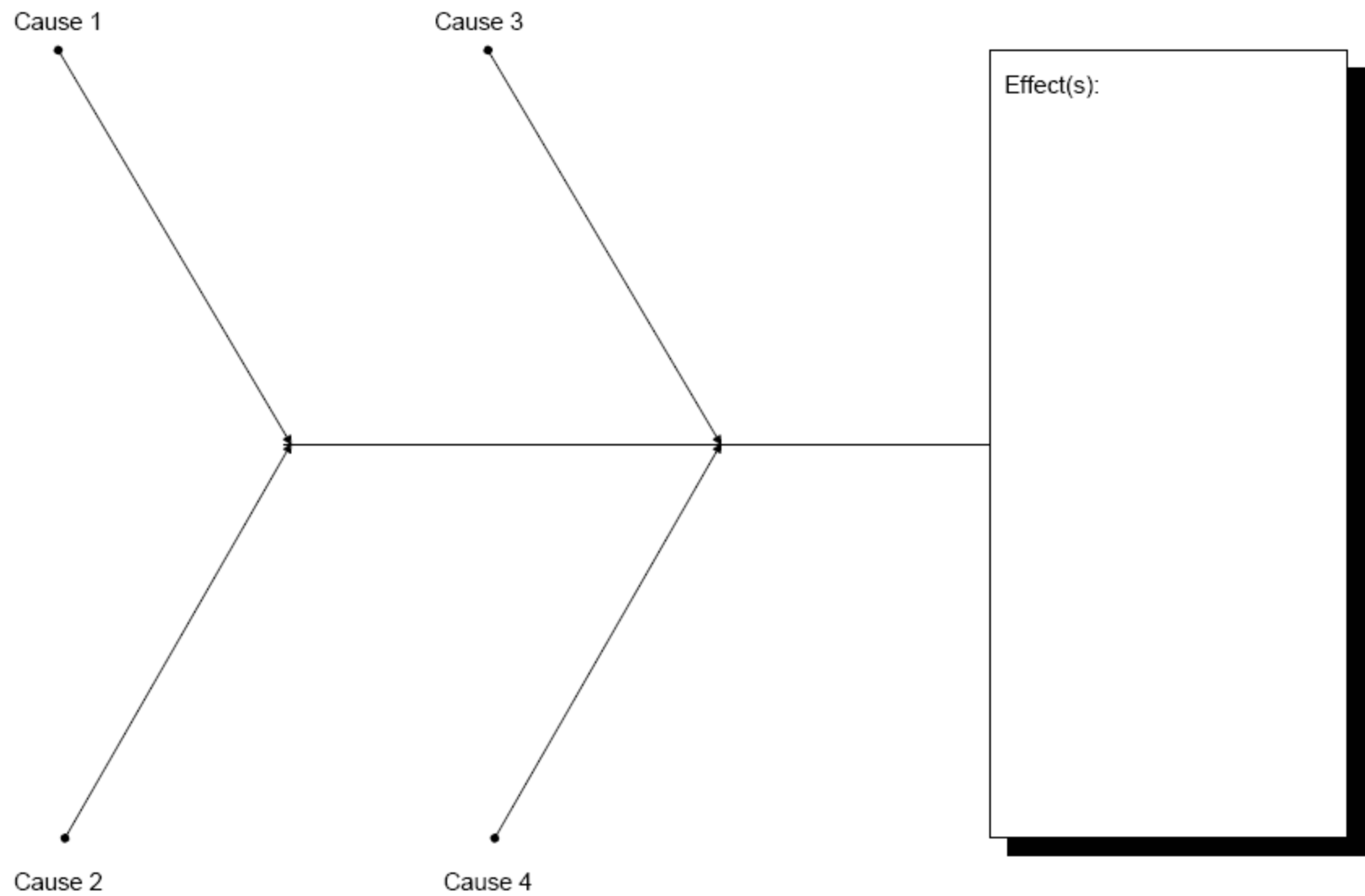
Diamante Poem Template #2

Line 1: write the name of the main character
Line 2: two words describing the main character
Line 3: three words describing the setting
Line 4: four words stating the story problem
Line 5: five words describing one event in the story
Line 6: six words describing a second event
Line 7: seven words describing a third event
Line 8: eight words describing the solution to the problem

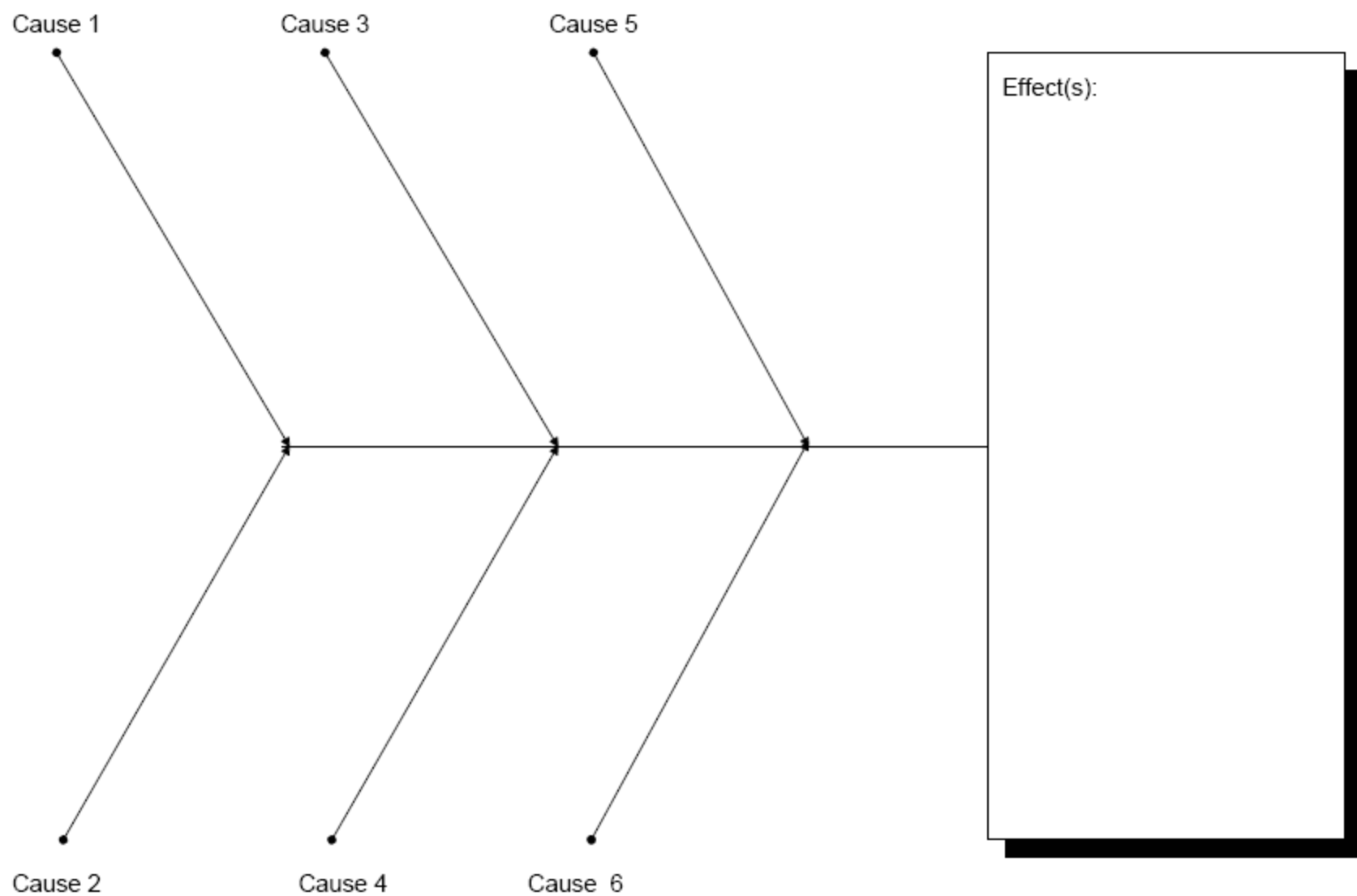
Diamante Poem Template #3

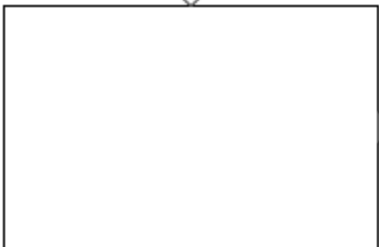
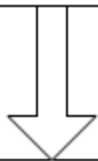
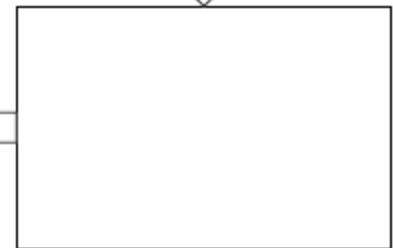
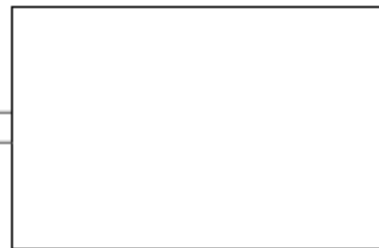
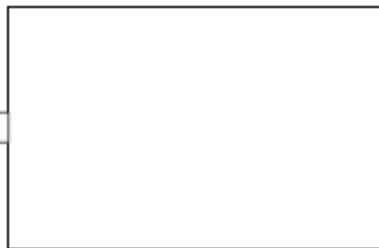
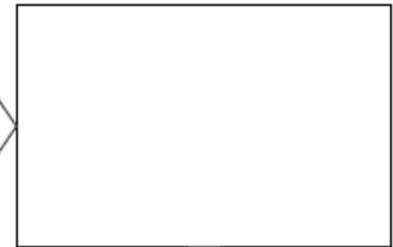
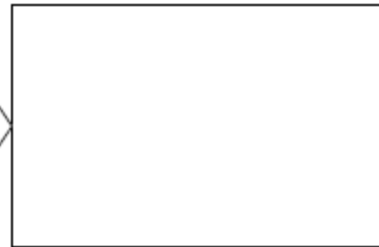
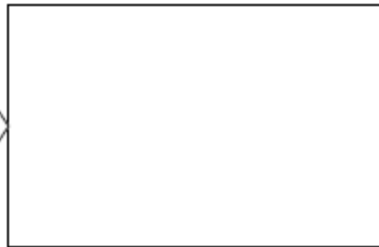

- | | |
|----------------|--|
| <u>Line 1:</u> | write the name of the main character |
| <u>Line 2:</u> | write two words describing the main character |
| <u>Line 3:</u> | write three words describing the setting |
| <u>Line 4:</u> | write four words stating the story problem |
| <u>Line 5:</u> | write eight words describing the solution to the problem |

Cause and Effect ♥



Cause and Effect ♣





Effect(s):

Romeo OR Juliet

Scout

***Can revealing a secret
ever be beneficial or
justified?***

Ethan Frome

Your opinion

What the character does ...

What the character says ...

INSIGHTFUL
PERCEPTIVE

What others say ...

What the character
thinks/feels ...

... politically?

... socially?

***How did the
American Revolution
impact others...***

... economically?

♣ Group these sentences into 3 categories based on sentence beginnings. Give a name to each category:

- 1. We talked about politics and business.**
- 2. When at last my own eyelids were so heavy with sleep that even my swirling brain couldn't keep them from closing, I could still hear the rise and fall of their voices.**
- 3. If I had stayed any longer, my nerve might have deserted me.**
- 4. Suddenly a shout resounded throughout the courtyard.**
- 5. A dairyman with two pails yoked over his shoulders jostled me as I went by.**
- 6. Obviously, you're poor, or you wouldn't have consented to travel as my servant.**
- 7. If you don't keep quiet, I'll do as your mother suggested.**
- 8. I'd never before washed myself anywhere but in the large wooden tub my mother placed in our courtyard or our room.**
- 9. Slowly the caravan wound out of the khan's wide gate, down the street of the suq, and across the Thalatha Bridge.**
- 10. Gindar nodded.**

♥ **Group these sentences into 3 categories based on these sentence beginnings: 1) subject; 2) adverb; 3) clause:**

1. **We talked about politics and business.**
2. **When my eyelids were heavy with sleep, I could hear the rise and fall of their voices.**
3. **If I had stayed any longer, my nerve might have deserted me.**
4. **Suddenly a shout resounded throughout the courtyard.**
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Arrange the following items into 2 categories. Give a title to each category.

- Siddhartha Gautama
- Confucius
- People born within a caste system
- Reincarnation
- Great Wall
- Han Dynasty
- Indus River Valley
- Gupta Dynasty
- Invented device for detecting earthquakes

- Four Noble Truths
- Himalayas
- Buddhism
- Vedas
- Early writing appeared on bones or bamboo strips
- Hindu religion
- Worshipped a supreme god, Shang Di
- Invented paper

BREAK and OPEN RESPONSE

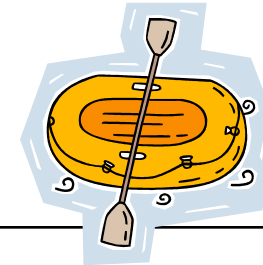
Choose one of the strategies presented so far (see below) and type a question or comment about it:

- Choice of Reading/Responses
- Dialectical Journal
- Tiered Instruction
- Graphic Organizers



Strategy:

RAFT



**Differentiated
by:**

**Learning
Profile/
Readiness**

Component:

**Process or
Product**

RAFT

Role	Audience	Format	Topic
What <u>role</u> or <u>point of view</u> should the student take; e.g., <i>reporter, observer, eyewitness, object, number, etc.?</i>	Who will <u>read, see, or use this</u> ; e.g., <i>teacher, other students, a parent, editor, people in the community, etc.?</i>	What is the most effective and meaningful <u>product format</u> to show understanding; e.g., <i>letter, article, report, poem, e-mail, advertisement, etc.?</i>	Who or what is the <u>subject of this writing</u> ; e.g., <i>famous scientist, prehistoric cave dweller, literary character, chemical element or physical object, etc.?</i>

What was daily life like in Medieval society?

Role	Audience	Format	Topic
lord or lady	monarch	persuasive letter	describe anger towards the rise of charters that allowed the peasants to no longer be ruled by them
merchant	trader from the East	advertisement with illustrations and list	persuade traders to purchase goods
clergy	God	prayer	how they serve the townspeople
beggar	self	journal entry	use imagery to describe their life on the streets

RAFT: Characters

ROLE	AUDIENCE	FORMAT	TOPIC
Dynamic character	Static character	Dialogue	Explain how their interaction affects the plot
Dynamic character	Himself/ herself	Personal journal entries	Self-reflection about personal traits and its impact on other characters
Literary device	Author	Thank you letter	How the literary device is significant to the work and adds to its appeal
Author of a literary work	Author of another literary work that shares the same theme	Article in a literary magazine	How the two works share common themes

History



ROLE	AUDIENCE	FORMAT	TOPIC
HISTORICAL FIGURE	<ul style="list-style-type: none"> • another historical figure in this same time period • a citizen who lived during the time of this historical figure • a historical figure in any time period • a citizen of any time period (even today) 	<ul style="list-style-type: none"> • formal letter • historical diary entry or entries • political document • set of laws • propaganda 	<p>Answer one or more of these guiding questions in your writing.</p> <ul style="list-style-type: none"> • How did political and economic ideas bring about change? • How did conflict affect people? • How do leaders affect the outcome of conflict? • How do leaders support or fail their citizens?

Literature RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
CHARACTER IN CURRENT NOVEL	<ul style="list-style-type: none"> • another character in the current novel • character in any other book or short story • a famous person today or a historical figure • the reader • myself (as character in novel) 	<ul style="list-style-type: none"> • informal letter • picture portfolio of drawings and detail captions • personal diary • play script 	<p>Answer one or more of these guiding questions in your writing and/or pictures:</p> <ul style="list-style-type: none"> • How does the setting affect you? • How have you changed and why? • What internal conflicts do you face, and how can you overcome them?

RAFT: The American Revolution

Role	Tory, Patriot, <u>or</u> Neutralist
Audience	people who have a different opinion than you
Format	propaganda <u>or</u> editorial piece for a newspaper
Topic	You need to convince those with opposing views that your position is the right way to think.
<u>The Writing Task:</u> Write both opinion and facts to support your position. Make sure your opinions have at least four facts to back them up. Reference the facts you use so the reader is aware that you can solidly defend your position. Your response should be at least two typed double-spaced pages in 12 pt. Times Roman or Arial font.	

Figure 6.1

ASSESSMENTS A to Z


<ul style="list-style-type: none"> • advertisement for newspaper, tv, magazine, radio • advice column • allegory • anagram • anecdote • animation • annotated bibliography • announcement • anthem • apparatus • aquarium • artifacts • art gallery • associations • audiotapes • autobiography <p>A</p>	<ul style="list-style-type: none"> • baked goods • banner • batik • bibliography • billboard • biography • book • book cover • brochure • building model • bulletin board • business letter • business plan <p>B</p>	<ul style="list-style-type: none"> • cartoons • calendar • campaign • case study/case • history • catalogue • CD • ceramics • charades • charts • checklists • clothing design – design or actual garment (historical renditions; current design) • club bylaws • code of ethics • collage <p>C</p>	<ul style="list-style-type: none"> • collection • comedy (play; script) • comic book • community service or event • computer program • conference presentation • convention program • Cornell Notes • costume • course outline • creation myth • critique (written or oral) • crossword puzzle 	<ul style="list-style-type: none"> • dance • data • debate • demonstration • design • diagram • diorama • directory • display • drama • drawing • dictionary with picture and words <p>D</p> <ul style="list-style-type: none"> • editorial • energy saving device/plan • equipment • essay • estimate • etching • eulogies • exam • experiment <p>E</p>	<ul style="list-style-type: none"> • fabrics • fact file on topic • fairytale • family tree • fantasy or fictional story • feature story • flags • flannel boards • flip books • formulas • furniture • future scenarios <p>F</p> <ul style="list-style-type: none"> • game • gift • glass cutting • glossary • graph with analysis • graphics • graphic organizer • Greek myth • greeting cards <p>G</p>
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ASSESSMENTS A to Z

<p>H</p> <ul style="list-style-type: none"> handbook headlines hieroglyphics historical fiction hologram "How To" paper 	<ul style="list-style-type: none"> jazz music or performance jewelry jigsaw puzzles job descriptions joke book justification journal (e.g., personal, historical accounts) kaleidoscope keepsake kit (e.g., survival, supplies, etc.) knitting 	<ul style="list-style-type: none"> labels lab experiment language dictionary laws for organization layout for building or room design learning centers lesson plan letter (personal or business) letter to the editor literary analysis lithograph lyrics 	<ul style="list-style-type: none"> narrative newsletter newspaper news story notes notice novel 	<ul style="list-style-type: none"> painting pamphlet pantomime papier-mâché parody participation in whole class or small group discussion and activities patterns personal narrative performance program persuasive paper or letter project cube petition photo essay photograph pillow plan 	<ul style="list-style-type: none"> poem portfolio position statement poster prediction press release prototype puppet puppet show puzzle production pennants PowerPoint presentation
<p>I</p> <ul style="list-style-type: none"> icons iMovie index insignia instruments interviews inventions invitation (personal or business) 	<p>K</p>	<ul style="list-style-type: none"> machine magazine article or layout magic trick map mask meeting agenda menu mobile model monument multi-media project mural museum 	<ul style="list-style-type: none"> oath obituary opera opinion oral responses origami organization bylaws, vision or mission statement outline 	<p>P</p>	

ASSESSMENTS A to Z

<ul style="list-style-type: none"> • quiz • question • questionnaire • quilt (paper or cloth) • quarterly report • radio program • reader's theater • recipe • research report or project • response to literature essay • resume • <u>review</u> of book, movie, experiment, presentation, etc. • riddle • role playing <p>Q-R</p>	<ul style="list-style-type: none"> • satire • scrapbook (annotated) • sculpture • set/scenery • short story • silk screen • simulation • skit • slogan • song • speech • stained glass • stencil • <u>store</u> (layout, ads, purchasing, inventory, etc.) • storyboard • summary • survey <p>S</p>	<ul style="list-style-type: none"> • tape recording • technology • <u>tv</u> program (news or entertainment) • term paper • terrarium • test • theme • theory • thesis statement • tour • toy • tie-dyeing • timeline • travelogue • tool <p>T</p>	<ul style="list-style-type: none"> • uniform • unit of study • vehicle • Venn diagram • verse • vignette • visual aid • volunteer program <p>U-V</p>	<ul style="list-style-type: none"> • walking tour • wall hanging • watercolor • weather map • weaving • <u>WebQuest</u> • whittling • wire sculpture • woodcarving • woodwork • writing prompt responses • written drama • yearbook • zoological projects <p>W-Y-Z</p>
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 Strategy:	Multiple Intelligence Options
Differentiated by:	Learning Profile/ Interest
Component:	Product

CHARACTER HIGHLIGHTS

SPEECH

Write a speech that your chosen person might have made keeping in mind: *the topic for this speech, the purpose, and the audience*. Then, deliver the speech to the class live or pre-taped. Submit the typed speech to your teacher after delivering it.

ILLUSTRATIONS

Create a series of illustrations that show your chosen person's life through art. Beneath each drawing, provide a caption. Present these pictures in chronological order.

RESEARCH

Write down 8-10 questions that you would want to pose to your chosen person if s/he were alive. Then, conduct some research and answer your questions. You can do this activity with a partner in which you each pose questions, and then research answers to your partner's questions. Submit neatly typed and formatted questions and answers to your teacher.

POETRY OR PROSE

Consider all you have read/heard about your chosen person. Then use these line starters to react to the reading. You can complete the phrases in prose or poetry form. Add a title.

I wish that ...

I realize that ...

I decide that ...

I wonder about ...

I see that ...

I believe that ...

I feel that ...

I hope that ...

Literature Assessment

Guiding Questions

Address all of these guiding questions in a project of your choice. See “Project Choices.”

1. How do authors develop *characters*?
2. How does *setting* affect *characters* and impact the *plot*?
3. How does *conflict* shape *characters’ actions* and *theme*?
4. How does the *theme* of this novel connect to other literature?

Project Choices

Choose one of these projects to demonstrate your understanding of the four guiding questions. You may work alone, with a partner, or in a small group of no more than 4. After you create your project, present it to the class either live or pre-recorded.

- Interview
- Talk Show
- Skit
- PowerPoint
- Debate
- Poem or Song

CRITERIA

CONTENT	5	4	3	2	1
The presenter(s) clearly addresses these guiding questions:					
How do authors develop <i>characters</i>? (Standard 3.4 – 9 th /10 th : Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.)					
How does <i>setting</i> affect <i>characters</i> and impact the <i>plot</i>? (Standard 3.6 – 9 th /10 th : Analyze and trace an author's development of time and sequence)					
How does <i>conflict</i> shape <i>characters' actions</i> and <i>theme</i>? (Standard 3.3 – 9 th /10 th : Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.)					
How does the <i>theme</i> of this novel connect to other literature? (Standard 3.2 – 9 th /10 th : Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. Standard 3.5 – 9 th /10 th : Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.)					
PRESENTATION	5	4	3	2	1
The presenter uses elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) [to enhance listeners' understanding.] (adapted Standard 1.5)					
The presenter uses props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (Standard 1.7)					
The presenter chooses effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. (Standard 1.9)					
Additional comments on presentation:					

Our Exit Card: Open Response

Which strategy will you try? How might you adapt the strategy for your students?

Questions?

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Next Steps

1. Enroll in the online course through University of San Diego and earn 4 college credits. Title: “Differentiating Your Classroom For Success - EDU 518DC ”; website: www.usd-online.org/course.aspx?id=275
2. Read *Lesson Design for Differentiated Instruction* by Kathy T. Glass available through www.corwinpress.com or www.amazon. Purchase the less expensive soft cover version.
3. Visit website www.kathyglassconsulting.com to learn about professional development opportunities. Kathy customizes all workshops to meet the specific needs of the groups she addresses.

Next Steps

Survey Feedback

<http://www.surveymonkey.com/s/BFHNSQ>

Archive

[http://www.schoolsmovingup.net/webinars/
differentiation](http://www.schoolsmovingup.net/webinars/differentiation)